



2019-2020 Charter School Program High Quality Replication Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

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TEXAS EDUCATION AGENCY
2019 APR 30 PM 2:32
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GRANTS ADMINISTRATION

Grant period from

July 1, 2019 - August 31, 2020

☒ Pre-award costs are not permitted.

Required Attachments

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

NA

Applicant Information

Organization Austin Achieve Public Schools CDN 227825 Vendor ID 12737008073 ESC 13 DUNS 078355417
Address 5908 Manor Rd. City Austin ZIP 78723 Phone 512.522.4190
Primary Contact Emily Morrison Email emorrison@austinachieve.org Phone 512.522.4190
Secondary Contact Celina Maggi Email cmaggi@austinachieve.org Phone 512.522.4190

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances
- ☒ Application-specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ ESSA Provisions and Assurances requirements

Authorized Official Name John Armbrust

Title Founder and Chief Executive Officer

Email jarmbrust@austinachieve.org

Phone 512.522.4190

Signature

Date 4/30/19

Grant Writer Name Celina Maggi

Signature

Date 4/30/19

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # 701-19-109 SAS # 440-20

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Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Students need a rigorous, TEKS-aligned core content program of study as a foundation for college and career success.	Austin Achieve's longer school days and longer school year add 259 hours of classroom instruction annually, providing more opportunities for scholar learning and growth. Grant funds will supply furniture, equipment, and technology to provide a high-quality core content, TEKS-aligned curriculum for all students served. +
Students not meeting standards and/or not on track to be college-ready need academic as well as social and emotional interventions to remediate deficiencies.	Austin Achieve provides struggling students with academic intervention classes, 1:1 tutoring opportunities during and after school, social-emotional intervention, restorative justice, and personalized learning plans. Grant funds will provide furniture, equipment, and technology to support these schoolwide efforts. +
This new school requires a broad array of start-up supplies, including technology, classroom equipment, materials, and furniture to ensure a high-quality educational environment with up-to-date resources. +	Grant funds will supply furniture, equipment, and technology to provide a high-quality core content, TEKS-aligned curriculum for all students served.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By August 31, 2020, at least 55% of tested students will achieve "Met Standard" on STAAR/EOC English I; at least 55% of tested students will achieve "Met Standard" on STAAR/EOC English II; at least 85% of tested students will achieve "Met Standard" on EOC Biology; and at least 85% of tested students will achieve "Met Standard" on STAAR/EOC EOC U.S. History.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By the end of the first quarter of the funding period, at least 40% of tested students will achieve "Met Standard" on the STAAR/EOC English I benchmark exam; at least 40% of tested students will achieve "Met Standard" on the STAAR/EOC English II benchmark exam; at least 70% of tested students will achieve "Met Standard" on the EOC Biology benchmark exam; and at least 70% of tested students will achieve "Met Standard" on STAAR/EOC the EOC U.S. History benchmark exam.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

By the end of the second quarter of the funding period, at least 45% of tested students will achieve "Met Standard" on the STAAR/EOC English I benchmark exam; at least 45% of tested students will achieve "Met Standard" on the STAAR/EOC English II benchmark exam; at least 75% of tested students will achieve "Met Standard" on the EOC Biology benchmark exam; and at least 75% of tested students will achieve "Met Standard" on STAAR/EOC the EOC U.S. History benchmark exam.

Third-Quarter Benchmark

By the end of the third quarter of the funding period, at least 50% of tested students will achieve "Met Standard" on the STAAR/EOC English I benchmark exam; at least 50% of tested students will achieve "Met Standard" on the STAAR/EOC English II benchmark exam; at least 80% of tested students will achieve "Met Standard" on the EOC Biology benchmark exam; and at least 80% of tested students will achieve "Met Standard" on STAAR/EOC the EOC U.S. History benchmark exam.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

The Austin Achieve Public Schools Senior Leadership Team (Founder and CEO and Chief Advancement Officer/CAO), as supported by other Shared Services Team members as appropriate (Director of Operations, and Director of Development), will conduct weekly meetings to discuss, monitor, and adjust the network's financial, physical, academic, and human resource needs and solutions according to ongoing data reviews. The Austin Achieve High School Leadership Team (Principal, Assistant Principals, and Assistant Principal of Operations) will review school-level financial, physical, academic, and human resource needs and data and will present plans to and seek guidance from the Senior Leadership Team on a regular basis.

Austin Achieve High School will use qualitative and quantitative data methods and analysis as well as both formative and summative assessments to make informed decisions on program efficacy and to guide progress measurement and program adjustment. Instruments/data sources include criterion- and norm-referenced test results (STAAR/End of Course exams and benchmarks, ACT, and SAT); staffing reports (including performance reports and retention data); and surveys/interviews of program participants (students, staff, parents, community). Teachers, staff, and school leaders will use SchoolRunner (student data management software) to track data.

Data analysis procedures will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved. The High School Leadership Team will meet weekly throughout the project period to monitor data and to act swiftly to immediately correct any problems with project delivery. The Austin Achieve High School Principal, supported by other members of the Leadership Team, will assume primary responsibility for program implementation and adjustment and will monitor and evaluate all planned activities and contracted services through observations, surveys, and formal and informal evaluation methods in order to determine their merits and effectiveness in achieving project aims. In this way, the Austin Achieve Senior Leadership Team will be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as implementation proceeds.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2020 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
- ☐ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- a. maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
 - d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☐ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
- ☐ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- a. participate in the Texas Authorizer Leadership Academy (TALA) program;
 - b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
 - c. annually publish its authorizer policies;
 - d. submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
 - e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

The applicant for this CSP Replication grant initiative is Austin Achieve Public Schools, Inc., which was authorized by the Commissioner of the Texas Education Agency as a Generation 16 Subchapter D, Section 12.101 Open-Enrollment Charter School in accordance with State Board of Education rules and policies. The new campus, Austin Achieve High School, will also be operated by Austin Achieve Public Schools, Inc., which has successfully managed Austin Achieve Public Schools since 2012. The Board of Directors is the governing body of Austin Achieve Public Schools and the steward of the charter's mission, vision, and goals. Dedicated to strategic growth, the board provides leadership and guidance to ensure Austin Achieve continues to thrive as a premier charter campus. There are 18 Directors, including 3 Emeritus and 1 Legacy member.

The Austin Achieve High School Leadership Team will consist of the Principal, 2 Assistant Principals, and an Assistant Principal of Operations who will collaboratively oversee and manage the day-to-day operation and implementation of all charter replication activities, including teacher recruitment, selection, onboarding, development, support, and retention; student recruitment, enrollment, support, and retention; school growth; academic growth and improvement; and teacher/student/parent communication.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

As a Subchapter D, open-enrollment charter school, Austin Achieve High School uses TEA's Charter School Performance Framework (Academic, Financial, and Operational components), and as a high-quality charter school, agrees to maintain the following components as noted in ESSA: A. Show evidence of strong academic results, which may include strong student academic growth, as determined by a State; B. Have no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance; C. Demonstrate success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and D. Demonstrate success in increasing student academic achievement, including graduation rates where applicable, for each each of the subgroups of students, as defined in section 1111(c)(2). The Austin Achieve Board of Directors updates school policies on an annual basis in accordance with state law. Austin Achieve adheres to high standards related to fiscal management and has received a perfect score on the Charter FIRST rating for the past four years.

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

Austin Achieve High School meets the Federal Definition of a Charter School as Defined in Public Law 114-95, Title IV, Part C, Sec. 4310. As part of the Austin Achieve Public Schools charter network, Austin Achieve High School will be expected to adhere to the CMO's mission and vision, six Pillars, and its policies for nondiscrimination, student admission and enrollment, and other general structures for success. Within guidelines set by the Founder and CEO, school leaders will have a high degree of autonomy over budget allocations, school operations, and personnel decisions, which will be determined by the School Leadership Team as led by the Principal. The Principal will oversee the day-to-day decision making at the campus and will seek guidance and support from the Austin Achieve Senior Leadership Team regarding suggested changes to the school's curriculum, calendar, and daily operational practice, should they differ significantly from that of other schools in the network. The new campus will be governed by the same Board of Directors as the existing campus.

Statutory Requirements

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

Austin Achieve High School will solicit and consider input from parents and other members of the community on the implementation and operation of this charter school campus in the following ways--

--PARENT LEADERSHIP TEAM (PARENT AMBASSADORS): This team, called the parent ambassadors, promotes cooperation and unity of spirit among parents, faculty, administration, staff, and students for the express benefit of Austin Achieve. The program allows parents to work collaboratively in leadership roles and share their talents and skills with all stakeholders. Requirements to participate include completing the parent ambassador orientation meeting and being a parent of an Austin Achieve student;

--SURVEYS: Austin Achieve administers annual anonymous surveys to assess its overall organizational health, which includes parent, student, and community member satisfaction. Input via this channel provides valuable feedback at every level of the organization.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

Austin Achieve High School will direct its grant expenditures to three categories of Supplies and Materials:

--Desks and classroom/library/instructional furniture (approximately \$192,000);

--Instructional technology (approximately \$208,000).

Austin Achieve Public Schools will sustain the growth and development of Austin Achieve High School through per-pupil allotments each year, total revenue from which will increase as school enrollment expands. School leaders and Austin Achieve's finance/budget personnel will also identify additional resources and coordinate funding from federal, state, and local funding for personnel, professional and contracted services, supplies and materials, other operating costs, and capital outlay as permitted by law and regulatory guidance. Examples of federal funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, and federal (ED) grants. Examples of state funding include state (TEA) competitive grants, state formula funding, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

Austin Achieve Public Schools has a centralized family and community engagement team that is dedicated to recruiting, supporting, and maintaining families at AAPS. This team also focuses on developing relationships with community members to strengthen AAPS' involvement in the community.

As described in #4, above, the Parent Ambassadors Committee meets monthly and support engagement initiatives, give input on school policies and procedures, and improve overall school operations.

School events such as athletics, tailgates, homecoming, fairs, etc. provide opportunities for parents and community members to meet each other and interact in fun, relaxing, and social environments that also support their children's participation and performance.

Statutory Requirements

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

Austin Achieve makes safe school bus transportation available to all students in need at no cost to students or their families.

The Parent and Scholar Handbook (available online* or provided in print to parents without Internet access and updated annually) specifies details regarding bus transportation, including procedures for AM drop-off, PM pick-up, bus stops, parent conduct at bus stops, student conduct, and bus equipment.

Every bus is equipped with GPS tracking and video/audio recording units. By law, only authorized school and bus-company personnel can request and view bus video footage.

* <https://drive.google.com/file/d/1lpx9aPMFZp6T6-dW1nSCF-VJyDtiT2m/view> (page 21 of 68)

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

NOT APPLICABLE. Austin Achieve Public Schools is not requesting any waivers of any Federal statutory or regulatory provisions.

TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable. Austin Achieve is a Subchapter D Open-Enrollment Charter School.

Statutory Requirements

TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable. Austin Achieve is a Subchapter D Open-Enrollment Charter School.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable. Austin Achieve is a Subchapter D Open-Enrollment Charter School.

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable. Austin Achieve is a Subchapter D Open-Enrollment Charter School.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable. Austin Achieve is a Subchapter D Open-Enrollment Charter School.

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
State-Authorized	0	0	0	0	0	0	0	0	0	0	150	145	100	95	490	
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>																
Total Staff	33	Total Parents	735	Total Families	392	Total Campuses										1

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
State-Authorized	0	0	0	0	0	0	0	0	0	0	150	145	125	100	520	
Total Staff	35	Total Parents	780	Total Families	650	Total Campuses										1

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
State-Authorized	0	0	0	0	0	0	0	0	0	0	2	1	1	0	4	
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>																
Total Staff	33	Total Parents	735	Total Families	392	Total Campuses										1

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	ELGIN ISD	PHOENIX HS (011902004)*	11-902-004
2.			
3.			
4.			
5.			
6.		*CDC number row won't allow leading zeros -->	
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			

5. **TEC, Subchapter C, Campus Charter Schools (check all that apply):**

- ☐ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.
- ☐ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☐ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	Students	Barrier	Performing below grade level (will provide tutorials and remediation)
Group	Students	Barrier	Disabilities (will provide physical and academic accommodations)
Group	Parents/family members	Barrier	Home language other than English (will provide translated material)
Group	Parents/family members	Barrier	Transportation (will provide varied opportunities for involvement)

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

0

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

\$400,000

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST)

\$400,000

PAYROLL COSTS (6100)**BUDGET**

NONE REQUESTED

0

PROFESSIONAL AND CONTRACTED SERVICES (6200)

NONE REQUESTED

0

SUPPLIES AND MATERIALS (6300)

Desks and classroom/instructional furniture

\$192,000

Instructional technology

\$208,000

OTHER OPERATING COSTS (6400)

NONE REQUESTED

0

CAPITAL OUTLAY (6600)

NONE REQUESTED

0

TOTAL BUDGET REQUEST \$400,000